MI 8, 11, 12 UbD 8

One of the hardest things to do is to get your students engaged and then keep them engaged. But in order to do that, you need to get their attention. Yelling at students is not the way, and no one way will register well with all students. There are many ways to get their attention, and at least one for each different MI. Transitions also have many options, as well as how to communicate class rules. Class rules are very important, because as was stated in the beginning of chapter 8, “a classroom is a microsociety,” and societies need rules or laws to keep order and to make sure everyone is safe. You can’t just make a list of rules and expect that to stick in to everyone’s mind. It just doesn’t work that way. Students need the rules to be presented in many different ways that way it appeals to each intelligence and registers with that student. They will not care that much about the rules if you don’t let them know you care about making sure they are for them and that they understand them.

MI’s also are very helpful for students with special needs. Students in special education are always seen as their disability, and not was what their strengths are. With MI we can focus on their strengths and empower them to grow rather than scaring them into a corner, which we do too often. The growth paradigm avoids doing exactly that, and instead empowers the students through many different ways.

As teachers it is important that we understand this: “how students think has become almost more important than what they think about.” MI theory helps explain the how and helps us figure out how each student comes to their thoughts and conclusions, that way we can empower that train of thought and encourage their growth. We can use MI theory in our classrooms to encourage memory, by having the musical person sing it out or the spatial person visualize what they are trying to remember. We can build on problem solving by having linguistic students think out loud or the interpersonal people build their thoughts off of that of others. There are many other ways to do this, and it is very important that we use these methods in our classrooms. Simple repetition does not work for all students. I remember in middle school my English teacher claimed that it took repeating a fact 26 times for it to become long-term memory. And that never worked for me. But I can sing a song that I found online about the layers of the earth to this day and remember all of them.